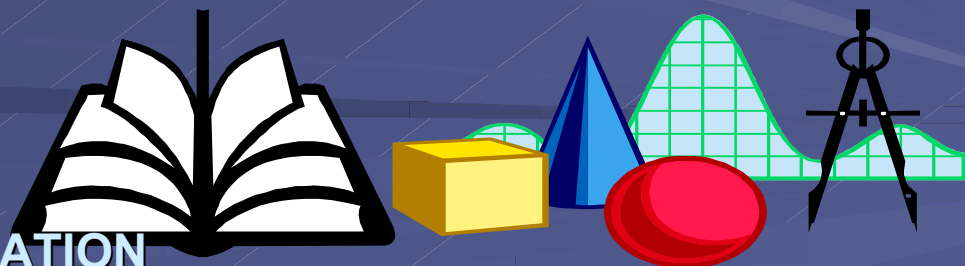


# 2006—2007 TCAP ACCOMMODATIONS

for All Students,  
Students with Disabilities, and  
English Language Learners (ELL)

**Ann Sanders**



TENNESSEE DEPARTMENT OF EDUCATION

# WHY ASSESS ALL STUDENTS?

- No Child Left Behind

- IDEA

- Section 504

- ADA



# Tennessee Comprehensive Assessment Program

- **Achievement** - grades 3, 4, 5, 6, 7, 8,  
– K, 1, 2: optional
- **Writing** grades 5, 8, 11
- **Gateway M, Rdg / LA, Science**
  - required - incoming students fall 2001 & thereafter
  - taken at completion of related course  
(or as determined by the IEP team)

# Tennessee Comprehensive Assessment Program

## ■ Competency Test

- Students who entered high school prior to Fall 2001
- IEP with competency requirement
- Currently enrolled  
OR  
Exited with a special education diploma  
&  
Returning for regular diploma

**\*\*May take Competency Test until 22**

# Tennessee Comprehensive Assessment Program (TCAP)

## ■ End-of-Course (EOC) Tests

- Taken at completion of specified course

## ■ Non-mandated, district-wide assessments- applicable Allowable, and/or Special Accommodations

or

ELL Accommodations



# Metamorphosis of Accommodations

- **BEFORE 1997-1998 ALLOWABLE**
  - special education students only
- **1998-1999 “SPECIAL CONDITIONS” implemented**
  - for students in special education—IDEA’97
  - Allowable Accommodations—ALL STUDENTS
- **2000-2002 ONGOING AWARENES**
  - technical assistance and training
- **2001-2002 “ELL ACCOMMODATIONS”**
  - technical assistance and training



# Metamorphosis of Accommodations

## ■ SINCE 2003-2004

- Expansion of Allowable Accommodations
- Emphasis of Allowable Accommodations for all students
- Expansion of Special Accommodations
- Special Accommodations – 504 Service Plans
- Extension of Special Accommodations – IEPs
- Addition of Unique Adaptive Accommodations
- ELL Accommodations Defined

**Require DOCUMENTATION & CONSISTENT USE**

# Purpose of Accommodations

- **EQUAL OPPORTUNITY**

- NOT AN UNFAIR ADVANTAGE

- **BEYOND EQUAL OPPORTUNITY**

- NULLIFICATION OF SCORES

- **PERFORMANCE will NOT IMPROVE**

- IF ACCOMMODATIONS ARE NOT USED CONSISTENTLY OVER TIME



# **HOW ARE ACCOMMODATIONS DETERMINED ?**

- **Needed for classroom instruction**
- **Used consistently**
- **Documented on IEP**
- **No IEP - document classroom use**
- **Accommodation not being used in  
classroom - may not be used**

# Who is Responsible for Accommodations on TCAPs?

- **Special Education Personnel**  
special education students
- **School level 504 Coordinators**  
504 students
- **ESL Coordinator or ESL Teacher**  
ELL students
- **Combination of Services**  
collaborate

# Documentation for Accommodations

- 504 Review Committee - Attach addendum to 504 Service Plan
- IEP Teams - Document on IEP and attach Addendum – **part of EasyIEP**
- General Ed Teachers Determine and implement accommodations. (**Formal documentation not required**)
- ESL Teachers – ELL Exempt or ELL Bubble and Accommodations bubbles as appropriate (Q,R,S,T)

# WHO CAN ACCESS ACCOMMODATIONS?

## ■ ALL STUDENTS

- Allowable Accommodations

## ■ STUDENTS WITH IEP or 504 PLAN

- Allowable and/or Special Accommodations
- note: Reading, Calculation, Sensory (vision/hearing), and Physical deficits
- Students must meet **REQUIRED CONDITIONS**
- Accommodations **DOCUMENTED** in IEP/504 Plan
- Accommodations **USED CONSISTENTLY**
- **SOME** accommodations may **NOT** be used by students with 504 Plans

# WHO CAN ACCESS ACCOMMODATIONS? (continued)

## ■ ELL STUDENTS

- Allowable and/or ELL Accommodations

## ■ ELL STUDENTS WITH IEP/504 PLANS

- Allowable, Special, and/or ELL Accommodations

**ENGLISH LANGUAGE  
LEARNERS (ELL),**

**State Assessments,**

**Accommodations, and**

**Accountability**





# **NCLB - Final regulations**

- **ELL May be EXEMPT in first year of enrollment in a U.S. school**
  - Must be documented as ELL on state approved language proficiency assessment**
  - ELL EXEMPTION dependent on level of proficiency and need of student**

# **NCLB - Final regulations**

## **ELL INCLUDED IN STATEWIDE ASSESSMENT**

**—Either without accommodations**

**or with**

**—ELL ACCOMMODATIONS that are  
consistent with the accommodations  
provided during regular instruction**

# 2004-2005 TCAP ELL Accommodations

**Q. Extended Time**

**R. Bilingual Dictionary**

**S. Read Aloud Test Instruction**

**T. Read Aloud Test Items**

**(ENGLISH ONLY-**

**NO TRANSLATIONS)**



# ELL ACCOMMODATIONS

## Q. Extended Time

- **ACHIEVEMENT** – Time and a half per subtest
- **EOC** – Time and a half per test
- **Gateway** – NOT APPLICABLE – Untimed
- **TCAP WRITING** – Time and a half



## Extended Time Requirements

- **ELL**  
*and*
- **Score as limited English proficient on IPT**

# ELL ACCOMMODATIONS



## R. Bilingual Dictionary

- **ACHIEVEMENT** – Not allowed for Language Arts, Reading, Spelling, Word Analysis and Vocabulary subtests
- **EOC English I and GATEWAY LANGUAGE ARTS** – Not Allowed
- **TCAP WRITING** – Not Allowed

## Bilingual Dictionary Requirements

- **ELL**  
*and*
- **Score as limited English proficient on IPT**

# ELL ACCOMMODATIONS

## S. Read Aloud Internal Test Instructions- in English only

- **ACHIEVEMENT – All Subtests**
- **EOC and GATEWAY – All Tests**
- **TCAP WRITING – All Tests**



## Read Aloud Internal Test Instructions- in English only

- **ELL**  
*and*
- **Score as limited English proficient on IPT**



# ELL ACCOMMODATIONS

## T. Read Aloud Internal Test Items- in English only

- **ACHIEVEMENT** – Not allowed for Language Arts, Reading, Spelling, Word Analysis, and Vocabulary Tests
- **EOC English I and GATEWAY LANGUAGE ARTS** – Not Allowed
- **TCAP WRITING** – All Tests

## Read Aloud Internal Test Items- in English only

- **ELL**  
*and*
- **Score as limited English proficient on IPT**





# Accountability for ELLs

## First Year of Enrollment in U.S.-

- ELL students *may be exempt* from the Reading/Language Arts sections of TCAP assessments if they:
  - are identified on the Home Language Survey as speaking a language other than English, and score limited English proficient



# Accountability for ELLs

(continued)

## Transitional ELLs

- **ELL students who have exited from ESL Services must be monitored for 2 additional years**
  - Code as T1 and T2, bubble T1/T2
  - No ELL Accommodations



# Accountability for ELLs

(continued)

## First Year Enrollment in U.S.-

- Exempt ELLs must have language proficiency assessment results reported to state
  - Must still be included in Math assessments
  - Rdg / Lang Arts, M now-
  - Science next

# NCLB - Final regulations

IEP team determines **NEEDED ACCOMMODATIONS**



Parents should be informed  
of the potential consequences

—**IF ANY**—

for their child if s/he participates  
in a regular assessment  
with determined accommodations

# **NCLB - Final regulations**

**Most students with disabilities will participate  
in statewide assessments**

**W/O ACCOMMODATIONS**

**OR**

**W/ APPROPRIATE ACCOMMODATIONS**

**Consistent W/ Accommodations Provided  
During Regular Instruction**



# WHO CAN ACCESS ACCOMMODATIONS?

**\*\*If the required condition(s) ARE NOT MET, the student  
MAY NOT USE the Special Accommodation(s)**

- **ELL STUDENTS WITH IEPs AND/OR 504 SERVICE PLANS**  
— Allowable, Special, and/or ELL Accommodations

**IN ADDITION—**

- **UNIQUE ADAPTIVE ACCOMMODATIONS**  
— IEP or 504 Service Plan

**\*when appropriate accommodations are not available  
SUBMITTED & APPROVED by DOE**

# WHO CAN ACCESS ACCOMMODATIONS?

(continued)

## ■ UNIQUE ADAPTIVE ACCOMMODATIONS:

– IEP or 504 Service Plan, when—

**APPROPRIATE AND NEEDED  
ACCOMMODATIONS**

**ARE NOT AVAILABLE**

**SUBMITTED & APPROVED by DOE**



# **USING THE INSTRUCTIONS: Questions for the Classroom Teacher and/or IEP/504 Team**

# Questions for the Classroom Teacher

**VISUAL/TACTILE AIDS:** Aids may include magnifying devices, use of templates to reduce the amount of visible print on a page, masks, pointers and abacus.



- Does the student typically require visual/tactile aids during classroom instruction and similar classroom assessments?
- Is the student proficient with the visual/tactile aids to be used during the assessment?
- Will the student require Flexible Scheduling in order to appropriately use visual/tactile aids?
- Is the student using a magnification device?
- Does s/he become more easily tired than other students? If so, will s/he need Multiple Testing Sessions?
- Will the student require Flexible Setting?

# Questions for the IEP Team or 504 Review Committee

**ASSISTIVE TECHNOLOGY:** Assistive Technology can include, but is not limited to: computers, speech-synthesizers, communication devices, word processors with or without talk-text technology, and electronic readers.



- **Does the student typically require the use of a Assistive Technology during regular classroom instruction and similar classroom assessments?**
- Does the student require Special Accommodation B and/or C (Read Allow Accommodations)? If not, technology that reads any part of the test aloud to the student is prohibited. Rules that apply to Accommodations B and C must be followed for Reading/Language Arts.
- **How will the student record her/his answers? On the answer document? In the test booklet? Dictation to the computer? Dictation to a scribe? Recording answers into an audiotape?**
- If needed, who will be responsible for transcribing the student's answers to a regular answer document?
- **Does the student require use of Extended Time?**
- Does the student require an Individual or a Small Group Setting? If so, have arrangements for Flexible Setting been made with the building level test coordinator prior to the assessment?



# **Accommodations Addenda**

(For Use by IEP Teams and 504 Service Teams)

## ■ **SPECIFIC TO EACH TCAP ASSESSMENT:**

- **TCAP Achievement (grades 3—8)**
- **TCAP Writing (grades 5, 8, and 11)**
- **TCAP End-of-Course Tests**

## ■ **EACH ADDENDUM INCLUDES**

- **Allowable and Special Accommodations**

## ■ **ADDENDUM COMPLETED BY IEP/504 Team**



# HOW TO USE THE ADDENDUM

EXAMPLE



**TCAP WRITING  
ASSESSMENT**

# Allowable Accommodations

## Writing Assessment

### LARGE PRINT OR BRAILLE

<input type="checkbox"/> Y <input type="checkbox"/> N	Large Print	<input type="checkbox"/> Y <input type="checkbox"/> N	Readers (IEP Only)	<input type="checkbox"/> Y <input type="checkbox"/> N	Braille (w/ or w/o audio)	<input type="checkbox"/> Y <input type="checkbox"/> N	Readers (IEP Only)
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### ORAL INSTRUCTIONS DELIVERY

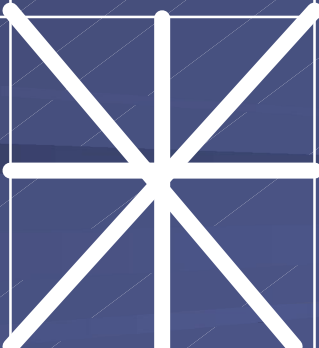
<input type="checkbox"/> Y <input type="checkbox"/> N	Sign Oral Instructions Verbatim	<input type="checkbox"/> Y <input type="checkbox"/> N	Re-read/sign Oral Instructions Verbatim
---	---------------------------------	---	---

### FLEXIBLE SETTING

<input type="checkbox"/> Y <input type="checkbox"/> N	Individual	<input type="checkbox"/> Y <input type="checkbox"/> N	Small Group	<input type="checkbox"/> Y <input type="checkbox"/> N	Study Carrel/ "Other" _____	<input type="checkbox"/> Y <input type="checkbox"/> N	Out of School (Home-bound)
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# Special Accommodations

## Writing Assessment

Accommodations	Documentation Verification		Required Conditions	Notations
	IEP	504		
A Extended Time	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	← IEP or 504 Plan documenting consistent use in classroom instruction and testing	← Extended Time limits determined by IEP or 504 Team ← Flexible Setting required ← Flexible Scheduling required
E Interpreter Signs/Cues Test	<input type="checkbox"/> Yes <input type="checkbox"/> No		← IEP documents Hearing Impairment/Deafness and consistent use in classroom instruction and testing	

# Special Accommodations Tables

- Accommodations – Describe & Use Code
- Document Verification – Y/N Consistent Use
- Required Conditions – Defines Requirements
- Notations – Provides Additional Information

Some Accommodations ONLY – IEPs

(Boxes DARKENED if NOT Available for 504 PLAN)

# Allowable Accommodations



## LARGE PRINT OR BRAILLE TESTS

Request in advance

Visual Impairment on IEP

Extended time on IEP/504 Plan

## SIGN ORAL INSTRUCTIONS VERBATIM

Verbatim directions

Spoken portions only

Writing assessment prompts

Do not fingerspell common sign

No clarification of test instructions





# Allowable Accommodations

(continued)



## RE-READ/SIGN ORAL INSTRUCTIONS VERBATIM

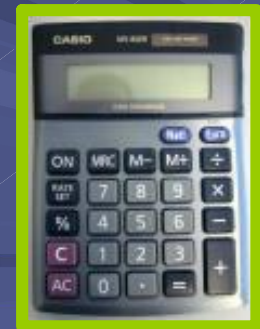
Directions re-read/signed verbatim  
Writing Assessment prompts

## CALCULATOR /MATHEMATICS TABLES

(items not measuring computation)

Permitted on TCAP Achievement  
EOC and Gateway Tests

Not a Special Accommodation





# Allowable Accommodations

(continued)

## FLEXIBLE SETTING

Individual

Small group\*

Designated part of the room

Study carrel

Other Classroom

Homebound / Out of School



\*Recommended: 2 – 5 students  
(NOT exceed 10 students)

# **Allowable Accommodations**

(continued)

## **VISUAL/TACTILE AIDS**

**Magnifying Equipment  
Templates, Masks, Pointers  
Abacus**



## **AUDITORY AIDS**

**Amplification Devices  
Noise buffers**

# **Allowable Accommodations**

(continued)

## **MULTIPLE TEST SESSIONS**

### **Within School Day**

- Smaller segments in allotted time
- Individual/small group setting

### **Supervise Breaks**

- Does NOT APPLY to entire classroom
- Requires Prior Arrangements

# Allowable Accommodations

(continued)

## FLEXIBLE SCHEDULE

- Flexible Scheduling of Subtests
- Flexible Time of Day



Fewer subtests

Extended breaks

Different time

Complete test/subtest within school day

Does not apply to entire classroom

Appropriate for specific students

Make prior arrangements

Complete within LEA testing window

# **Allowable Accommodations**

(continued)

## **SCRIBE/RECORDING ANSWERS**

**Student answers in Test Booklet**

**Student answers on separate sheet of paper**

**Answers recorded by Scribe**



- **May require special return packing procedures**
- **Considered a Special Accommodation for the Writing Assessment**

# **Allowable Accommodations**

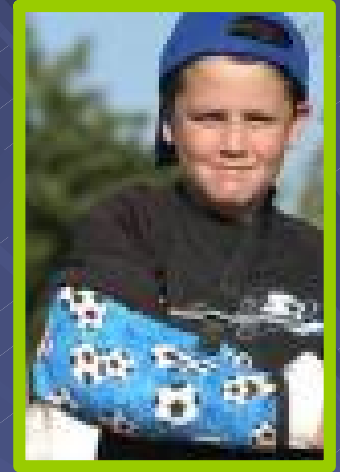
(continued)

## **SCRIBE/RECORDING ANSWERS**

**Short-term situation (e.g., broken arm)**

**Student without IEP/504 requires**

**Scribe for Writing Assessment**



**Submit Request Form**

**Unique Adaptive Accommodation**

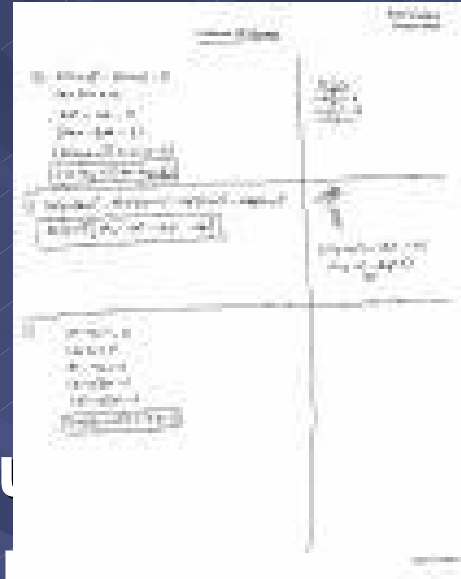


# Allowable Accommodations

(continued)

## MARKING IN TEST BOOKLET

Students may mark, highlight or underline in test booklets except K-3 Achievement



## STUDENT READS ALOUD TO SELF

Student reads test aloud in a individual setting

# **SPECIAL ACCOMMODATIONS**

## **Scheduling**

### **A. EXTENDED TIME**

**May be used on any timed test**

**Time Determined IEP/504 Team**

**Too much time**



**Council for Exceptional Children, “When a student has too much time to finish the assessment, s/he may engage in nonproductive guessing or change answers when they should not be changed.”**

# **SPECIAL ACCOMMODATIONS**

## **Oral Testing**

### **B. READ ALOUD TEST INSTRUCTIONS**

**Document on IEP/504**

**May be used on All Subtests**

**Small Group Setting**

**Verbatim**



# **SPECIAL ACCOMMODATIONS**

## **Oral Administration**

(continued)

### **C. READ ALOUD INTERNAL TEST ITEMS**

**Document on IEP/504**

**IEP – All Subtests**

**504 Plan – Not Allowed Reading/Language Arts**

**Individual or Small Group Setting**

**Verbatim**

# **SPECIAL ACCOMMODATIONS**

## **Oral Administration**

(continued)

### **D. PROMPTING UPON REQUEST**

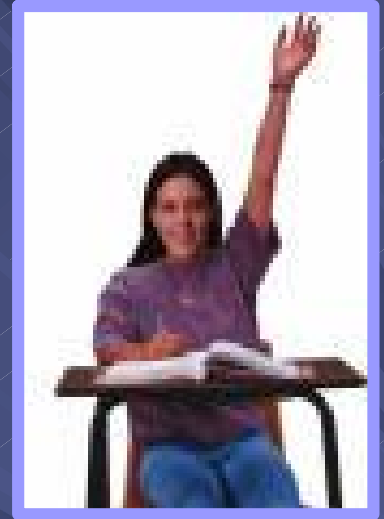
**Document on IEP/504**

**IEP – All Subtests**

**504 Plan – Not Allowed Reading/Language Arts**

**Verbatim**

**Small Groups**



# **SPECIAL ACCOMMODATIONS**

## **Oral Administration**

(continued)

### **E. INTERPRETER SIGNS/CUES**

**Hearing Impairment/Deafness**

**Consistent use**

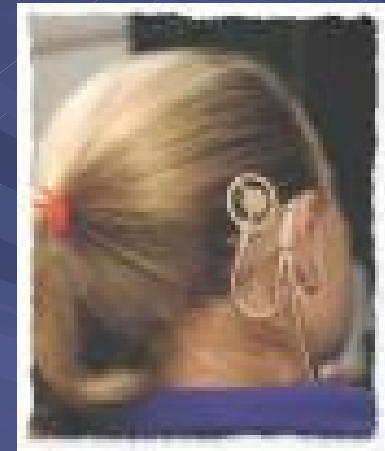
**Verbatim directions**

**Spoken portions only**

**Writing assessment prompts**

**Not fingerspell common signs**

**No clarification of test instructions**





# **SPECIAL ACCOMMODATIONS**

## **Oral Administration**

(continued)

### **F. STUDENT READS INTO RECORDER – PLAYS BACK IMMEDIATELY FOR COMPREHENSION**



**Reading difficulty documented**

**Consistent use**

**Determine needed time**

**Prior planning**

**Audio Tape returned with Test**

# SPECIAL ACCOMMODATIONS

## Mathematics

## G. CALCULATOR/MATHEMATICS TABLES

# Items not measuring computation



# Allowable Accommodation in many LE

**Becomes Special Accommodation IF Not  
allowed in LEA - document on IEP/504**

# **SPECIAL ACCOMMODATIONS**

## **Mathematics**

(continued)

### **H. MANIPULATIVES**



**Math subtests & computation with IEP/504**

**Achievement & Competency Test**



# **SPECIAL ACCOMMODATIONS**

## **Response Options**

### **I. ASSISTIVE TECHNOLOGY**



**IEP/504**

**Used consistently**

**Needed for everyday communication  
& post school success**

**ex. computers, communication devices,  
talk-text, electronic readers**

# **SPECIAL ACCOMMODATIONS**

## **Response Options**

(continued)

**J. SCRIBE**



**Writing Assessment with IEP**

**504 due to short term**

**physical inability to write**

**Determine needed time**

**Keyboard vs. dictation**

# **SPECIAL ACCOMMODATIONS**

## **Unique Adaptive Accommodations**



### **K. ACCOMMODATIONS NOT LISTED**

**Reviewed on a case-by-case basis**

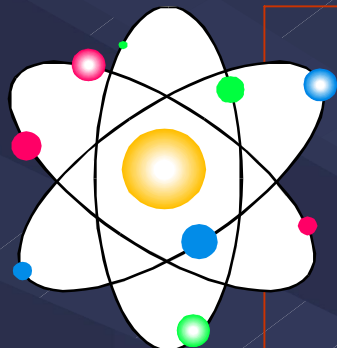
**Submit Unique Adaptive Accommodations**

**Request Form one month prior to test**



# Testing Irregularities

- **Sped teacher/504 coordinator confirm**
  - required conditions
  - IEP/504 documentation
- **Assure application of accommodation**
- **Report of Irregularity (RI)**
  - qualified, did not receive accommodation
  - did not qualify, used accommodation
  - qualified, accommodation used incorrectly



# 2006—2007 TCAP ACCOMMODATIONS

[www.state.tn.us/education/speed/](http://www.state.tn.us/education/speed/)

(click on: Special Education Assessment)

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